

Inspection date	02/10/2014
Previous inspection date	29/10/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has an exemplary understanding of the Early Years Foundation Stage and of how children learn and develop.
- Children rapidly gain confidence in the childminder's care and benefit from an excellent range of resources and experiences, which promotes their learning and development to an exceptionally high standard.
- Children are extremely well behaved because they are given control over their choices and have a very strong voice, which gives them an exceptional sense of belonging.
- The childminder's warm, positive manner means children are secure, confident and build excellent skills for the future.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play inside and outdoors.
- The inspector had discussions with the childminder.
- The inspector sampled documentation such as policies and procedures, assessment records and self-evaluation forms.
- The inspector read questionnaires and references from parents to gain their views.

Inspector

Amanda Allen

Full report

Information about the setting

The childminder was registered in 2008. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two school aged children in Upminster, in the London Borough of Havering. The whole ground floor, two bedrooms and first floor bathroom of the childminder's house are used for childminding. There is a fully enclosed garden for outside play.

The childminder attends a number toddler groups and activities at the local children's centre. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There is one child on role in the early years age group. The family has a pet cat and one rabbit. The childminder has an accreditation quality kitemark awarded by the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Enhance the arrangements for information sharing with parents by including home learning ideas and activities consistently for all parents.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder has excellent knowledge of the areas of learning and how young children learn. She provides an inspiring range of activities that are targeted effectively to meet all children's individual needs and interests. The environment is highly stimulating, both indoors and outdoors, which enables children to engage in activities that they really enjoy and that have meaning to them. Planning is dynamic and flexible so that it can be adapted to focus on, and extend, children's interests. The childminder plans additional activities to achieve this and makes a stimulating range of resources available to support the activities. These reflect children's unique interests fully and extend their learning with purpose. For example, she extends a child's avid interest in nature and the outdoor play environment by encouraging them to play with resources such as a bug set. Children enjoy playing together at the sand table and develop their imagination in the wooden playhouse and boat. They practise and improve their physical skills very well when they play on the ride-on cars, swings, trapeze and slide and the climbing frame with rock wall. Children learn to be kind and considerate, and to meet the needs of others, through the daily petting and feeding of the family's rabbit. They extend their creative skills and understanding of their environment when they collect autumn leaves and create some autumn leaves of their own using coloured paper and glue. As a result, learning is a highly motivating and memorable experience because children are stimulated through new ideas that challenge

their thinking.

The childminder supports children to develop their language and communication skills exceptionally well. She is constantly asking questions to make children think. For example, she asks 'How can we solve this problem?' when a child's tower keeps falling down while building with blocks, and she challenges children with open questions such as 'What do you think?' and 'What would happen if..?' The childminder uses excellent strategies to support those children who speak English as an additional language. For example, the childminder asks parents to share words in their home language to help her communicate with the children because she recognises that it is vitally important to use children's home language to support them in their learning. The childminder uses picture cards to help to explain routine activities such as hand washing or meal times. This approach helps the childminder to extend children's learning significantly and children are motivated and enthusiastic learners.

All children receive a high level of challenge and they develop key skills for future learning swiftly. Children develop curiosity when they explore treasure baskets and they learn mathematical skills, such as weighing and measuring, when they help the childminder to bake cakes. Children learn about their own and each other's lives and cultures when they celebrate festivals such as Eid and visit places of interest in the community. Children are encouraged to take control of their learning to develop a sense of achievement and pride in their efforts. Children are extremely well prepared for their move to pre-school and school.

The contribution of the early years provision to the well-being of children

Children show a strong sense of belonging and security in the childminder's home. They settle very well and are extremely well supported to move successfully from home to the childminder's provision. Children form strong bonds and very good relationships with the childminder and other children and, as a result, are extremely confident and independent. Children explore their environment well and make choices about what they want to do. As a result, children have a strong voice because the childminder consults with them and treats them with great respect. This helps children to become responsible, make well-informed choices and their behaviour is exemplary as a result. Children are secure enough to tell the childminder in what order they would like to do things. For example, children decide by themselves that they no longer want to build towers and they move into the garden to play with utensils in the sand.

There are many photographs on display of children participating in activities, and their artwork takes pride of place. This makes children feel valued and gives children an excellent sense of belonging. Young children show they feel comfortable in the childminder's care as they reach out for cuddles. Parents have excellent opportunities to be thoroughly involved in their children's learning and development. For example, they are provided with a comprehensive report every two months, which covers all areas of learning and shows how their children are making progress. All parents are encouraged to comment and take part in deciding children's next steps. However, although the

childminder makes suggestions about how parents can complement children's learning at home, this is not consistent for all parents at all times. The childminder has completed progress checks for those children aged between two and three years in consultation with parents, to ensure any child with additional needs receives high quality support as soon as possible.

The childminder completes regular risk assessments to minimise any hazards, so that children can move around freely and in safety. She acknowledges children's efforts and achievements and gives them lots of praise and encouragement to help them play cooperatively with each other. Children learn to feel safe as the childminder supervises them extremely well and is highly attentive to their needs in her home and on trips to local play centres and toddler groups. The childminder sits where children can see her, ensuring their safety, while also being mindful of not interrupting the flow of their play.

Children are well-nourished with balanced regular meals, snacks and drinks so that they do not become hungry or thirsty. Parents are provided with comprehensive guidance on healthy options should they prefer to send food from home. Activities, such as preparing their food at mealtimes, cooking and gardening, help children to understand about what constitutes a healthy lifestyle. Children learn about making healthy choices and the importance of healthy practices. The childminder talks to children about keeping healthy and which foods are good to eat. She makes sure that children have lots of outdoor play and they walk to places of interest so that they benefit from the fresh air and exercise.

Ongoing discussions with parents about children's medical needs, and routines mean the childminder has a clear, up-to-date understanding of how to support children's good health. The childminder gives excellent consideration to the welfare of children and follows appropriate procedures when children become ill while in her care. For example, she contacts the parents so that they can collect their child, follows this up to enquire how well the child is recovering and makes sure children are well enough to return to minimise cross infection to other children. The childminder organises her home effectively to support the needs of young children, such as having a quiet area for babies and children to sleep undisturbed. She teaches children well about keeping themselves safe, so that they develop a sense of responsibility for their own well-being.

The effectiveness of the leadership and management of the early years provision

The childminder has an excellent understanding of how to safeguard children. She has devised an exceptional range of policies, procedures and information to underpin her outstanding practice. She is extremely knowledgeable about the action she should take if she has any child protection concerns and she carries out thorough risk assessments. As a result, her home is a very safe place for children to play and explore.

The childminder has an exceptional understanding of how to meet children's learning and development needs. She has created simple yet highly effective ways of monitoring children's development. This enables her to see immediately where there any gaps in

children's progress. She addresses any identified need immediately in conjunction with parents and other day care providers. The childminder liaises extremely well with other settings children attend to promote cohesive learning and care.

The childminder uses self-evaluation excellently to monitor the effectiveness of her provision. She is highly reflective and sets action plans to help her strive continually to improve outcomes for children in all areas. For example, the childminder has adapting her menus recently to include a vegetarian option every day. She also disseminates her excellent practice by meeting regularly with other childminders to share ideas. The childminder is well qualified and has achieved recognition of the quality of her provision from the local authority.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY376504
Local authority	Havering
Inspection number	844419
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	29/10/2008
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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